**Quality Assessments**

**Multiple Choice Guidelines:**

* Items consist of a stem and answer options
  + Grades K – 1 three options
  + Grades 2 – 12 four options
* Stems
  + State as a direct question when possible
  + Include word(s) that might be repeated in the answer choices
* Answer options
  + Answer options contain only one correct answer
  + Other answer options (distractors) are the same structure and length as the correct answer
  + Distractors should be plausible
  + Correct answer placement should be balanced (approximately the same number of As, Bs, etc)
  + Avoid answer options that provide clues to the answer
  + Answer options should be in ascending or descending order when possible
  + Avoid “all of the above” and “None of the above”
* Directions are clear and precise; include point values
* Can be written at DOK levels 1, 2, & 3
  + Question written as multiple choice will often lower DOK level; craft question and answer options carefully

**Constructed Response Guidelines:**

* Two components: Item/task and scoring rubric
  + Short: usually 2 points
  + Extended: usually 4 points
* Item/Task
  + Student expectations are clear-
    - Explain vs. Discuss
    - Describe vs. Comment
  + State the extent of the expected answer
    - Give three reasons vs. give some reasons
  + Directions state what to do, where and how to respond, and point values
* Rubric
  + Begin with a generic rubric and modify language using specific criteria expected in the response to award the maximum number of points
  + Determine how much the answer can deviate from the highest points award for the next lower; continue for all scores
  + Create an example of a response for each level in the rubric
* Verify alignment between item/task, scoring rubric, and sample responses